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Leading Parent Partnership Award Recertification – Results

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Evidence base

This research is based on forms presented by schools, to support revalidation of the Leading Parent Partnership Award. Forms were received from 109 schools; 108 forms were evaluated (one school decided to withdraw from the revalidation process, and thus was not included). These forms allowed schools to fill in information against set targets and key performance indicators; a blank form will be found in the appendices.

Overall, these forms amounted to 899 pages of information.

A number of schools presented more than one form. Each form is treated as a unique instance, unless the data presented is exactly the same in both forms (as was sometimes the case). In those rare cases, and only for the sections which had been copied, the second presentation of the data was not included.

Data was presented on forms which schools had made their own; data were rarely recorded in standardised manner.

Research Process

This research was undertaken over a period of five days in August/September, 2014, as funded by the Leading Parent Partnership Award (Prospects). Consent was sought and received from all schools involved in the research process.

The short time involved for analysis, and the obstacles presented by the format in which the data existed, limited the scope for sophisticated analysis of the data, or relation of data to current research in the field.

The main data analysed has come from parts two and three of the forms. Data from Part Two is mainly analysed numerically, showing which items appeared most often. Data from Part Three is analysed in more depth, as the data here was richer and more discursive. Code books were created for the analysis of the qualitative data; the code book for Section Three will be found in the appendices. Many items of information received more than one code.

No assumptions about data have been made; the results presented represent what schools have said (as opposed to what they might have meant, which is impossible to determine with accuracy).

A good deal of the data could not be included in the analysis, as it was presented in ways/forms which did not lend itself to analysis or was divergent from the way the majority of schools presented data. This is particularly the case in relation to progress and behaviour (see below).

1. Data from Part Two¹

1.1. Behaviour

Overall, schools which reported data about exclusions reported an overall decrease in the number of exclusions (measured in days) experienced.

38 schools reported changes to their exclusions rates, and reported these in ways which allowed data to be analysed². Of these, 14 schools reported an increase in exclusions, and 24 reported a decrease. Schools reported 568 days' fewer exclusions overall. This is a reduction of 5.26 days per school that reported a change. (This has not been extrapolated to all schools because not all schools have reported data in a way that allowed them to be included; the figure does, however, include all 38 schools which reported data in a way that allowed it to be analysed).

This shows that the reporting schools have succeeded in reducing the number of days' exclusion experienced by their pupils.

1.2. Attendance

Overall, schools experienced a rise in attendance. Of those schools which reported a change measured in percentages (the most common way of reporting) (87 schools, with 74 experiencing a rise in attendance and 13 a diminution of attendance), there was an average increase in attendance by 1.24%. This is a small increase but many of the schools were already experiencing high levels of attendance before beginning the programme.

This shows that reporting schools have succeeded in increasing their attendance rates.

1.3. Punctuality

Schools reported an overall increase in punctuality – expressed as percentages. (This does not include all schools, as some expressed punctuality in number of sessions or in number of children). 85 schools reported changes in punctuality in

¹ Exact numerical data for these sections will be found in the appendices.

² The majority of schools that reported changes to exclusion rates did so in terms of number of days of exclusions experienced; this is the data reported here. Other schools reported number of sessions for which exclusions were in operation or percentages of pupils receiving exclusions. This data is not included as it would have been impossible to marry this to the data about days of exclusion.

this way. Of these, 72 reported an increase in punctuality, and 13 reported a decrease. Overall, there was a 1.27% increase in punctuality. As with attendance, this increase is small but the margin for increase in many schools is quite small.

1.4. Progress

It is not possible to report on progress from the data presented. Schools did not present the data in any standardised format, and time does not allow sophisticated untangling of the different means of presentation.

1.5. Parental Training

There were 154 reported instances of parental training (a number of schools merely reported that they do this, but not specifics; these were not counted). The most numerous grouping was "Academic and life skills" – this included literacy and numeracy support, as well as life skills such as cooking and bike riding, and accounted for 54 comments. Adult learning was the second most commonly mentioned form of training (mentioned 26 times), with family learning and parenting/family support each mentioned 18 times. Support and training around transition was reported 16 times. ESOL was mentioned six times. Support for children's academic awards (GCSEs, A levels, SATs) was mentioned four times. More information about parental training and workshops will be found in the discussion of data from Section Three.

It is clear from the data presented that schools are actively involved in parental training and workshops, with more than one instance per school being recorded, even when generalised instances ("we do this") are not counted.

1.6. Parental Involvement

Schools showed a wide range of parental involvement activities. 211 specific instances or types of parental involvement were mentioned by schools. The most numerous of these were parents working in school, in one form or another, mentioned 65 times. Second most numerous were associations such as PTAs (38 mentions). Both of these will be discussed further in relation to Section Three data.

Support for children through attendance at events, such as plays and sporting events was mentioned 27 times, as was the involvement of parents as school governors.

Attendance at assemblies was coded separately, accounting for 12 mentions.

Taking part in training around life skills (sports, cooking) was mentioned 10 times.

Interestingly, two schools mentioned that they could see the attitude toward learning in the home through the actions of children, and two schools mentioned an audit of parental skills.

1.7. Home school links

Schools reported 391 types of home-school links. The most popular among these were school based diary systems, being recorded 49 times. Electronic links (websites, emails, texts and online reporting) account for 124 mentions (46, 26, 48 and 4 mentions, respectively). 38 schools mentioned using newsletters to form links with home; 22 recorded sending postcards home, generally to celebrate achievement. 21 schools forged links with families through workshops, while 20 reported using phone calls to do the same. Parent Support workers or Home School Liaison officers were mentioned 18 times, as were home visits made by school staff. Virtual learning environments were mentioned 13 times. Eleven schools reported having an open door policy³, and 10 mentioned using notice boards to connect with parents.

It is important to notice here that a number of these links are dialogic in nature; that is, they do not just show schools giving parents information, but allow for an exchange of information between home and school (Goodall and Vorhaus, 2011). This is significant as it shows a move toward partnership working with parents; this theme will be taken up again in the analysis of Section Three data.

³ This does not mean, of course, that only 11 out of the more than 100 schools sending in forms have an open door policy, of course; it merely means that only 11 schools mentioned this as a form of home school linkage.

2. Data from Section Three

This section represents the richest data, and therefore will be considered in more depth.

2.1. Outline of data

In this section, there were 813 coded instances. (Items were coded each time they arose as a separate item - that is, three references to a particular homework initiative would be coded only once; three separate homework initiatives, in the same school, would be coded three times).

The most commonly mentioned issue was that of parent voice (mentioned 84 times). Separately coded was parental involvement in whole school issues (such as changes to the school, becoming an academy), which occurred 6 times.

The next most commonly mentioned idea was parents learning with their own children – family learning, coming into school to learn with their children. This code did not include merely coming into school, or coming into school to take part in celebrations or to attend other events (mentioned 59 times), or joining their children for meals (including tea and cakes), (19 mentions). Training or involvement in life skills (such as relaxation and cooking) were mentioned 18 times. Changes to homework, so that parents were more involved, were mentioned 6 times. Eight instances of parents studying for some form of accreditation were recorded.

The third most commonly reported item was improved communication, in general. Specific forms of communication were coded separately, such as improvements to the website (58 mentions), email and newsletters (both mentioned 18 times) and texts (16 mentions).

Schools mentioned parent training/workshops 56 times. Separately coded were specific forms of training, such as training as volunteers (33 times), workshops around curricular or academic issues (30 times) and parenting skills (22 mentions). Training specifically for parent volunteers in school was mentioned 7 times.

Parental involvement in associations, such as PTAs, Friends' groups, etc., was mentioned 42 times. Links with the community, such as community charities and religious groups, were mentioned 28 times. Outside agencies, including other schools, Local Authorities and umbrella organisations, were mentioned 14 times.

This section of the report will now discuss the five most populous categories (parental voice, parents learning with their children, communication, parental training, and associations). It will also examine concepts which, while not so numerous, are of particular importance (the evaluation of parental involvement, work with fathers, and the impact of the award).

2.2. Parental Voice

This section included the mention of a wide variety of means of gaining the views of parents. These included face to face measures, such as meetings, structured conversations, focus groups, “parent champions”, as well as teacher and senior leader presence in and around the school (on the playground, available at the start and end of the day and at social events), as well as open door policies. Schools also reported a large number of non-face to face means of obtaining parental opinions, including questionnaires, comment books, comments in student diaries and post it notes. One school, seeking to increase parental feedback, instituted the use of small feedback forms available at all school events. Other schools used online parents’ fora.

Schools also made the point that they were swift to act on complaints from parents, and some recorded that they reported back to parents on this.

Schools reported a number of changes based on parental feedback. These included changes to reporting of absence (leading to a more sophisticated answering phone services), giving parents more notice of events, and changes to the curriculum to make it more suited to the parents’ culture and beliefs. School websites were updated and revamped. Other changes included: tailored courses for parents, the institution of drop in sessions, changes and improvements to homework, changes to the home/school agreement, and changes to support for transition; as research has shown that this is a particularly stressful time for parents, this is a significant step (Harris and Goodall, 2009).

Significantly, a number of schools recorded reporting back to parents about what had been done in response to their comments. Previous research (Harris and Goodall, 2007b) has found that parents often felt their views were not taken seriously, as schools did not close this feedback loop. This, then, represents a positive change in practice.

Such reporting back, (“you said, we did”) was not, however, evidenced in the majority of revalidation forms and therefore may represent an area for further development.

2.3. Parents working with their children, Support for learning in the home

“The School offers a variety of workshops that support parents’ understanding and engagement in their children’s education and goals and aspirations”.

[The school website] “...ensures that parents are more actively involved in home/school learning”

Schools reported a very large range of activities to support parents learning with their children. Most of these took place in school, but some were clearly focused toward supporting learning in the home.

“We have carefully tracked and reported to parents on a class and year basis, the number of parents engaging with their children and this half term’s figures have really amazed us. We began with participation rates in the 50 to 60% range; we are now averaging in the middle 90%. Yes we have bribed, cajoled and rewarded our parents for doing this but we are hoping that parents attitudes are being changed and they see reading with their child not as something that has to be done but as something they want to do to help their child be a successful learner, improve their child’s life chances and in doing so raise literacy levels in the whole community.”

School based initiatives included a number of “Stay and Play” options for early years pupils and parents. Other schools had initiated “bring a parent to school” days. Various academic-based programmes were mentioned, such as reading, including getting dads to act as male role models for reading; science and maths were also targeted; there were a number of mentions of art, the creative curriculum, drama and design and technology. Some schools based family learning around life skills, such as cooking, swimming and bike riding, and family based SEAL training. Schools involved parents in trips out and holiday activities. Other schools mentioned “family learning” but did not specify a subject.

One school realised that involving children was the way forward for parental engagement,

“We run regular parent workshops for all year groups and vary the topics covered so as to retain interest and maximise learning potential. We initially ran workshops with only parents being in attendance. We then discovered that workshops were much more effective when they were attended by parents and children so we arranged for children to come out of class and engage in sessions alongside their parents”

Other programmes – far fewer in number – were aimed at supporting parents to engage with their children’s learning outside the school setting.

“Information is shared with parents at least termly, and greater emphasis is placed on providing information about the strategies which school are using to help the children achieve their targets to further support parents working with their children at home. This was put in place after it was raised as a possible area for improvement by parents”

For some schools, this sort of activity took the form of information sheets, covering topics to be discussed at home and tips for supporting learning at home. Other schools changed their homework, so that it more directly involved parents and/or grandparents. Some schools made good use of their electronic resources for this purpose, posting questions and ideas on their websites or VLEs. Others offered parents specific training in supporting their children’s learning at home.

2.4. Communication with parents

One of the most heartening results from the revalidation forms is the number of schools that have moved from a static, one way flow of information, from school to home, to a more dynamic, two-way flow of information. Parental views are not only actively sought out by schools, but are in some cases⁴ clearly acted upon, evaluated and reported. This represents a significant change in attitudes and practices, and should support parental engagement in children’s learning in the home. This move

⁴ Again, it’s possible that all schools act on parental views, but not all schools reported this.

has been suggested by previous research (Goodall and Montgomery, 2013), as it supports children's learning and increases parental agency.

Again, schools provided a wide range of activities related to communicating with parents. These may be divided into two general categories: one and two-way communication.

One-way communication consisted of means of giving information to parents. This could be done through notice and display boards including plasma displays.

Reports of various kinds were mentioned and of course perform a vital function in informing parents about pupil progress. One school had, with significant investment of staff time, replaced their annual report to parents with personalised DVDs, showing individual children's learning journeys.

Schools also used newsletters, letters, and postcards. Some schools have revamped or newly produced general information for parents, such as school profiles and brochures, parent's handbooks or packs.

Some schools have also given parents access to online reporting tools such as SM I S or various aspects of the LES, allowing parents to have timely, frequently updated information about their children.

Schools also reported making good use of other technological means of giving information to parents. This included were school websites, many of which had been updated or revamped, sometimes in response to parental request. Schools also reported using Twitter and blogs. Email can be included under this heading as well, when it is used solely as a means of giving information, as it would seem to be by some schools.

The giving of information is of course vital part of the relationship with parents; all instances cited above are good examples of keeping parents informed. Some schools reported going so far as to inform parents about how they could best support children's learning in the home, see section above.

However, giving information is not enough; schools need to engage with parents as partners in learning. Some schools are still at the early stages of the move from information – giving to discussion, and mention only static, one-way elements as part of communication with parents.

It is, however, heartening to note that many other schools have more fully embraced the concept of that of two – way communication with parents. Methods used include the obvious, such as consultations and conferences and structured conversations. Other schools explicitly stated their involvement in two – way communication with parents.

Schools, particularly early years settings, mention home visits, and even changing the routine for these visits in response to parental consultation. These visits allow school staff to gain a much better understanding of family situations, and may help to overcome some barriers parents face of that coming into school site (Harris and Goodall, 2007a).

Also in terms of overcoming barriers, some schools had put ideas into place to support parents who do not have English as a first language. Schools mentioned translation of documents – strictly speaking this is one way communication –, but also the use of translators in direct work with parents, and the purchase and use of translation software. Another school used ESOL sessions specifically to allow parents to prepare the questions they wish to raise as an upcoming parents evening.

Other schools and changed the format of formal interactions with parents during which staff report on pupil progress. These events had been made less formal, others had changed to include a chance to socialise with other parents and staff, and to include exemplars of teaching and children's work.

2.5. Parents' workshops and training

Schools again offer a wide variety of opportunities for adults to learn. These may be seen as falling into three general (but frequently overlapping) areas: adult education, family learning and supporting children's learning at home.

Adult learning opportunities offered by or through schools ranged from accredited courses such as NVQs and HTLA, through to more social gatherings, such as Indian head massage, knit and natter groups. A number of schools made provisions for parents to gather on the premises initially for social purposes; some of these groups grew into workshops or training.

Parents were also offered more directed training, aimed at their own career prospects and life experience. This included offerings from job centres, such as CV writing and interview skills. Schools also offered direct help to parents, in relation to filling in forms, applying for school places and tax credits. A good number of schools offered ESOL or other courses for those learning English. Some schools reported targeting specific groups of parents, such as new arrivals to the country and Gypsy Roma parents, for supportive workshops or training. Some schools spoke of training in parenting skills or specific skills such as Makaton or PECS. Other schools offered family SEAL training.

Family learning opportunities have already been discussed. Briefly, these included both academic work such as literacy numeracy and science and more social or life skills based work, including first aid, swimming, bike riding, cooking, singing and self care.

The final category, training to support children's learning in the home, overlaps with the previous two, and has been treated separately above. However, as parental engagement with children's learning may be seen to be a vital component of both children's achievement and school improvement, it is worth noting again the availability of the opportunities here.

2.6. Parent Groups

The final large number of responses related to parental groups. Schools – and parents – used a variety of names with these, such as forum, association, friends, groups, cooperative current constituency, and partners. Other groups have more specific names, such as a young mums group (formed by parents as a response to request).

It is clear from the reported data that while the traditional role of fundraising was still undertaken by many of these groups; this was often in addition to other activities. At times, the fundraising itself is directed toward the direct support of learning, such as the purchase of resources or the provision of courses.

Social events were reported as being organised by a number of the groups. These included family days, events are specifically aimed at new parents, dads, or parents who had specific groups of children.

Groups also offered events to the school community, such as Spring, Summer, and Christmas fairs (or, as in one multi-ethnic school, a midwinter festival). Groups have also fostered parent to parent working and support; in one school, the parent group produced a pack for new parents based on feedback from previous parents.

A number of schools reported that these active groups had grown out of the original LPPA groupings; these are often been renamed, had grown in size and become embedded. Some groups were also used by schools as a means of gaining parental opinion and feedback.

A particularly significant result was that the number of schools reporting not only a change in focus for the groups, away from just fundraising to work more directly related to learning and the life of the school. At times perhaps even more significantly the focus in the group had moved away from staff, to be vested in the parents themselves.

"An important development as been the change in focus from a teacher-led Parents' Forum to a forum led by parents and for the parents".

This represents a change in agency, as mentioned above, with parents "empowered" to take on activities related to their lives and the lives (and learning) of their children.

The move from teacher led friends of school to a partners group may seem a small one, but it shows a re-evaluation of the place of parents in children's educational lives. In the first instance parents are clearly in a subordinate, "helpers" role. In the second, they are partners (of a more or less equal status) in the education of young people. This shift in thinking represented by this change should not be underestimated, nor should the possible, positive outcomes for children's learning.

2.7. Evaluation of parental engagement

"Parent partnership is now well embedded into the school self review and line management cycle, so that the 'parent voice' is subject to levels of scrutiny and quality control, like other key improvement areas".

Another positive outcome found in the recertification documents was that a number of schools mentioned evaluation of events, interventions and processes. Evaluation of impact can be lacking in schools (Goodall et al., 2005), so this is heartening to see.

"Monitoring and evaluation of the impact of our work is an important and ongoing process. Much of this is subjective; we talk to parents all of the time about the impact that our work has, because their views are what really matters. We change and alter the way that we work according to these views, as best we can. We also collect short evaluations at the end of every course or activity, or at regular intervals for on-going courses"

Schools mentioned evaluation of LPPA impact as a part of induction for new staff, showing this work has become embedded in the life of the school. Such evaluation is at times fed into school policies and plans.

Parental engagement is mentioned by some schools as a part of self evaluation.

"The school has adopted a consistent evaluation scheme used for most parent outreach activities, giving us feedback on the success of events and areas for improvement too. This has informed the school's Development Plan, changed the way that we have shared information with parents (More than 95% of the school receives electronic communications from the school – increasing the speed of response whilst reducing photocopying and paper costs)."

Other schools reported that links with parents and the community were among the school's targets in previous years, and that evaluations of how those targets were met is available on the school website.

2.8. Dads

"The 'Friends' are organising a 'Men's challenge'. It was felt by friends that lots of mums get involved and attend events and that it would be great to encourage dads in an event of their own".

There were a number of references to activities and initiatives aimed at the inclusion of fathers and other male adults of significance to the children in the schools. These included sports aimed at "dads and lads" or "dads and kids", as well as father's story weeks to promote men as role models for reading, cooking sessions, sessions

around work with a robot. One school mentioned specific tracking of the attendance of fathers, and another mentioned that “Dads and male members of the family are more involved” in school activities.

One school reported,

"[The] establishment of a Dad's group that meet regularly and organised events such as 'Souper Dads' where Dads and male carers make soup which is served in the church hall one evening a year for a social event...; during Black History week Dads have delivered presentations about their occupations".

2.9. Impact of the award

"[School Name] has been determined to improve the participation rates of our parents in their child's learning experience. We think that actually gaining the award the first time and publicising it with parents made some parents realise that they were missing out on some of the things going on in school!"

Although few schools directly stated that their practice had changed as a result of the award, it is clear that much practice *had* changed throughout the schools.

Some schools were clear that involving parents in their children's learning was one arm of the attempt to raise achievement. Others pointed to a raised profile for parents in the school, and increased parental engagement in the curriculum. Others pointed out that enrolment on parental workshops and courses had increased or was indeed always full. One school pointed to their recent work with a new ethnic minority in their area, seeing this as a rapid response to the needs found in their community and cohort of parents. Another school had changed the focus of their newsletter, “remembering the audience” and giving parents reasons for decisions taken, rather than just a list of what had been determined.

"However, most importantly, the school's engagement with parents has become embedded, through such activities as Bring a parent to school day, regular parent afternoon sessions, parent workshops, use of parents as volunteers and dedicated display boards".

This was the case, for some schools, even with previously “hard to reach” families⁵.

“INSPIRE days changed into WOW day activities as part of the new school skills based thematic curriculum; this has dramatically increased the number of parents and other family members attending including many ‘hard-to-reach’ families who had previously not attended joint learning opportunities.”

Other schools had “embedded” the concept of parental engagement, which now formed part of their self evaluation process and development planning for one school, this extended to inclusion of parental engagement into their Federation improvement plan. Other schools had changed their staffing and reorganised their physical plant, to allow easier and more comfortable access for parents. One school’s work with parents was highlighted as good practice and involved in a Teacher’s TV programme.

⁵ “Hard to reach” is placed in quotes as it problematizes the parents from the outset, when in fact the issues may reside not with the parents but rather with the school HARRIS, A. & GOODALL, J. 2007b. Engaging parents in raising achievement: do parents know they matter?: a research project commissioned by the Specialist Schools and Academies Trust. CROZIER, G. & DAVIES, J. 2007. Hard to Reach Parents or Hard to Reach Schools? A discussion of home-school relations, with particular reference to Bangladeshi and Pakistani parents. *British Educational Research Journal* 33, 295-313.

3. Comments and Recommendations

Based on the data presented here, it is clear that schools applying for revalidation of the Leading Parent Partnership Award have for the most part improved their working with and involvement of parents.

As noted above, there are some significant features of these changes.

A number of schools made comments which clearly showed a change in agency, moving from school-led processes to parent-led. This move shows greater trust in parents' ability to support their children's learning, and accords with published work around parental engagement.

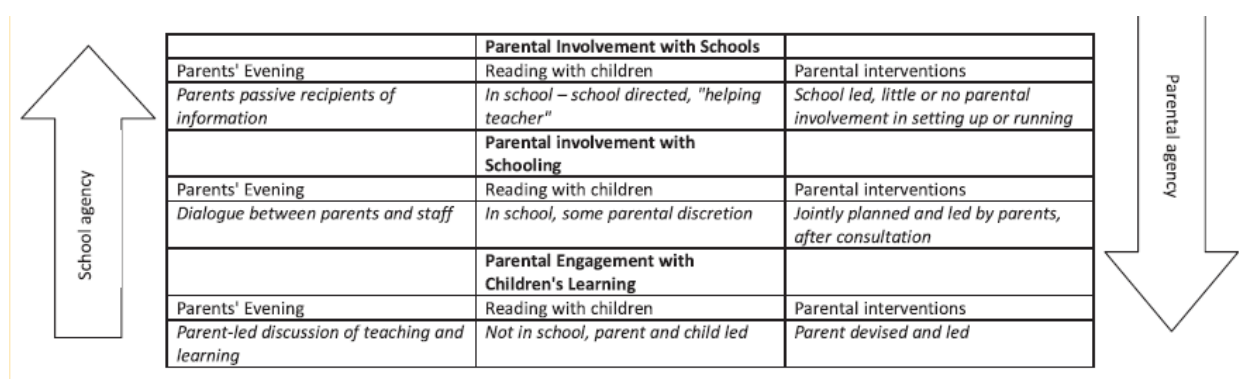


Figure 1 Agency in parental engagement (Goodall and Montgomery, 2013)

Secondly, there are clear attempts – and successes – in reaching out to specific groups of parents. These include fathers and male carers (including grandfathers). Also included here are groups of parents from various ethnic, religious and cultural groups; schools mentioned work with Somali parents (particularly mothers), Gypsy/Roma/Traveller parent groups, and parents newly arrived in the country. Many schools mentioned supporting parents as they learned English, and providing translation services for parents.

It is also clear that many schools see their role as no longer bounded merely by the "school curriculum". These schools are engaged with other organisations, such as religious groups, adult education institutions, the police and health services, job centres, social workers, local businesses and local press. Schools are offering services, resources and rooms to community groups. This has important implications, particularly in light of recent research findings about the importance of

community involvement in children's learning and achievement (Epstein and Sheldon, 2002, Epstein et al., 2002).

Further, a good number of schools have begun to take steps to evaluate the impact of their work with parents. This is, as recent research has shown, all too often neglected or not done well (See and Gorard, 2014, Gorard et al., 2012, Goodall and Vorhaus, 2011); it is only through good, rigorous evaluation that the value of interventions and work will be known. This will allow schools to concentrate their efforts in ways that are of most value to their students; it is heartening that a number of schools have begun to do this.

Most importantly, however, it is clear that school staff have taken on board the importance of parental engagement with children's learning, as a vital part of the educational process for children.

3.1. Recommendations

- Evaluation

It would be useful in future to highlight the need to evaluate work with parents, and to record the results of that evaluation. This could take the form of recording information from feedback sheets, however, the most useful form of evaluation is longer term, showing impact over weeks and months.

- Work with fathers

Although some schools record excellent work with fathers and other male carers, this group tends to be under represented in parental engagement activities; it would be useful to highlight activities which have been shown to work in relation to the involvement of men in the children's learning.

- Staff training

Although this was mentioned eight times by schools, this is a very small proportion of the schools applying for revalidation, (of course, the fact that other schools did not mention it does not mean that they were not providing staff training). It would be useful to highlight the need for and value of training for staff in dealing with parents.

- Governor involvement

Some schools did mention the involvement of governors, either in activities or in provision for resources and funds. However, as governors have responsibility for strategic planning and overview of finances in schools, it would be useful to highlight their role in relation to work with parents, and also to include the importance of parental engagement as a part of governor induction.

- Reporting back

Although some schools reported that they fed back to parents on action taken as a result of parental voice, this was not evident in all submissions. Therefore, it would be useful to emphasise the value of "closing the feedback loop" to all schools involved in the award.

- Supporting learning in the home

There is much good practice reported in these forms about engaging parents in their children's learning outside of school. However, a great deal of the data reported deals with parents engaging with the school; some schools are clearly a good way down the line to supporting parents to support their children, but more could be done here. Therefore, it is recommended that the value of supporting parents to support their children's learning at home is emphasised.

- Sharing good practice

There is a very great deal of good practice recorded in these revalidation entries; it would be useful if this could collated and presented in an easy to access form, perhaps as a web resource.

- Format of the revalidation form

In the future, it would be very useful if this form were to be a web based survey. This would allow easy access to information, and provide instant access to percentages, etc. It would also ensure that schools used the same format for reporting information (cf days excluded, rather than number of sessions missed, as used by some schools). A web form could still provide ample opportunity for schools to include the rich data seen in section three, either by filling in a form that has no set limits, or by uploading separate documents. This would provide the best of both worlds, and also make the processes of filling in and analysing the form easier and more reliable.

4. Appendices

4.1. Attendance

INCREASES
74 positive changes
$118.663 \text{ total change} / 74 = 1.6$
Average Change is 1.6 of those who had positive change
DECREASES
13 schools had decrease in attendance
Total decrease is 10.5
Average decrease is .8
Total change is +108.
Average change is INCREASE 1.24

4.2. Punctuality

INCREASES
72 schools reported increases - 118.7 days (rounded up)
$118.7 / 72 = 1.64$ average for schools reporting increases
DECREASES
13 schools reported decreases – 10.5 days
13 + 72 schools - 85 schools reporting change
$118.6 - 10.5 = 108.1$
$108.1 / 85 = 1.27$ POSTIVE change overall

4.3. Behaviour

24 schools experienced a decrease in fixed term exclusions measured in days
612.5 days fewer exclusions
$612.5 / 24 = 25.52$ days average for the schools registering positive change
44.2 days INCREASE in those schools reporting an increase
14 schools reporting increase
$44.2 / 14 =$ average 3.15 days' increase in those schools reporting an increase
38 schools experienced a change
$612.5 - 44.2 = 568.3$ FEWER days' exclusion

568/3 / 108 = 5.26 fewer days exclusion overall, as an average (One school omitted because data wasn't in a compatible format; this chart takes into account only data given as days)

4.4. Home School Links

Concept	Number of times mentioned
Financial	1
Workshops unnamed	2
SEN	2
GCSE/A LEVELS/ SAT	4
ESOL	6
ICT, Esafety, etc	13
Transition	16
Parenting, family support	18
Family learning	18
Adult learning	26
Academic and life skills	48
Total	154

4.5. Parental involvement

Concept	Number of times mentioned
Parents on training	2
Audit of parenting skills	2
Attitude of parent shown in child	2
Mention of CRBs	4
Parents involve re whole school issues	4
Training for parent/volunteers	4
Clubs	4
Performances	6
Workshop attendance	6
Life skills (sports, cooking)	10
Assemblies	12
Parents as governors	27
Event attendance/support	27
Associations (Home/school, PTA, etc)	36
Parents working in school	65
Total	211

4.6. Home- School Links

Concept	Number of times mentioned
Churches	2
Logging communication	2
Meals	4
Online reporting	4
Parent forum/council	4
Revised reporting/consultations	4
PTA	4
Press	6
Post cards	7
Daily teacher catchup	7
Leaflets to support learning	7
Notice board	10
Open door policy	11
VLE	13
Home visits	18
H/S liaison - PSA	18
Phone	20
Workshops	21
Post cards	22
Email	26
Newsletter	38
Website	46
Texting	48
Diaries	49
Total	391

4.7. Section Three

Concept	Number of times mentioned
Mentions of CRBs	1
Attitude of parent shown in child	1
Curriculum changes	1
Postcards	2
Parents involve re whole school issues	6
Changes to homework to involve parents	6
Training for parent volunteers	7

Accredited training for parents	8
Staff training	8
Parent governors	10
Parents in school	11
Outside agencies	14
School policies	14
Texts	16
Life skills (sports, cooking)	18
Email	18
Newsletter	18
Meals	19
Parenting skills	22
Changes due to the award	23
Links with community	28
Curriculum/academic	30
As volunteers	33
Associations	42
Parents training/workshops	56
Website	58
Event attendance/support	59
Staff changes	59
Improved communication	61
With own children	80
Parent voice	84
Total	813

4.8. Coding for Section 3, LPPA

1. Parents in school
 - 1.1. With own children
 - 1.2. As volunteers
 - 1.3. Meals
 - 1.4. Training for parent volunteers
 - 1.5. Mentions of crbs
2. Associations (home/school, pta, etc)
3. Parents training/workshops
 - 3.1. Accredited training for parents
 - 3.2. Curriculum/academic

- 3.3. Parenting skills
- 4. Parent voice
 - 4.1. Parents involve re whole school issues
- 5. Parents as governors
 - 5.1. Parent governors
- 6. Life skills (sports, cooking)
- 7. Event attendance/support
 - 7.1. Clubs
 - 7.2. Celebrations
- 8. Audit of parenting skills
- 9. Attitude of parent shown in child
- 10. Links with community
- 11. Curriculum changes
 - 11.1. Parents more involved
 - 11.2. Changes to homework to involve parents
- 12. Improved communication
 - 12.1. Website
 - 12.2. Texts
 - 12.3. Email
 - 12.4. Newsletter
 - 12.5. Postcards
 - 12.6. Personal
- 13. Outside agencies
 - 13.1. Police
 - 13.2. Health
 - 13.3. Other schools
- 14. School policies
- 15. Staff training
- 16. Staff changes
- 17. Changes due to the award / Impact of the award



LEADING PARENT PARTNERSHIP AWARD
REASSESSMENT SELF-EVALUATION FORM

<u>School:</u>			
<u>Address:</u>			
<u>Telephone:</u>		<u>Email:</u>	
<u>Head teacher:</u>			
<u>Name of person responsible for parent partnership:</u>			
<u>Date of Final Verification:</u>			

<u>Due date of Reassessment:</u>	
<u>PART 1 - Context</u> <u>Statement:</u> Briefly describe any changes in the school that have been significant to the on-going development of parent partnership since Final Verification. For example, management changes, new buildings, community context.	

Mini-portfolio: Evidence to support the contribution of parent partnership to achieving the LPPA Long Term Success Criteria, described below, is to be provided in the Mini-portfolio.

PART 2 - Long Term Success Criteria: Complete the chart below to indicate the contribution of parent partnership to the achievement of LPPA Long Term Success Criteria.			
	Data at Final Verification	Data at Re-assessment	Commentary on improvements and current position
Attendance of pupils/students will be good or better			
Punctuality of pupils/students will be good or better			
Behaviour of pupils/students will be good or very good and the number of exclusions will be low			
Pupil/student progress will be at least good			
The percentage of parents attending consultation events will be high			
The number of parents asked into school to discuss pupils'/students' poor behaviour will be low			
The community and its diversity will be reflected in levels of parental			

involvement in school			
The percentage of pupil/student turnover due to parent dissatisfaction will be low			
The number of parents attending training and support sessions will be high			
The number of parents actively involved with the work of the school will be high			
A wide range of effective home school links will be in place			•

Mini-portfolio: Evidence to support 'Other Developments in Parent Partnership' described below, is to be included in the Mini-portfolio

PART 3 – Developments in Parent Partnership: Describe any significant positive developments that have further supported parent partnership and the LPPA ethos in school since the achievement of the Award.

PART 4: Key Performance Indicators: Please tick the appropriate box to indicate the school's current position in relation to each KPI.		
Objectives and KPIs	Fully in place (Yes or No as appropriate)	If No, note actions that need to be taken before Re-assessment
Objective 1: The school demonstrates an ongoing commitment to the principles of the Leading Parent Partnership Award.		
1: Named person with responsibility for parent partnership. 2: There is evidence that local agencies work with the school in making provision for parents. 3: The Mini-portfolio demonstrates ongoing commitment to the principles of LPPA since the achievement of the Award.		

Objectives and KPIs	Fully in place (Yes or No as appropriate)	If No, note actions that need to be taken before Re- assessment
Objective 2: The school makes and implements effective plans to achieve the success criteria by meeting the objectives in order to develop parent partnership and maintain the Leading Parent Partnership Award.		
1: Ongoing communication keeps all partners informed of developments in parent partnership.		
2: The school's improvement plan details the long term plans for parent partnership and the maintenance of LPPA. 3: The school's improvement plan in relation to parent partnership is regularly monitored and evaluated, and the findings recorded and acted upon.		

Objectives and KPIs	Fully in place (Yes or No as appropriate)	If No, note actions that need to be taken before Re- assessment
Objective 3: The School is a welcoming and friendly place for parents/carers.		
<p>1: The vision statement and/or aims of the school are prominently displayed.</p> <p>2: Clear internal and external directional signs and symbols (with appropriate recognition of community and linguistic diversity) are prominently displayed.</p> <p>3: The school environment is welcoming, including high quality display of pupils'/students' work and other materials throughout the school.</p> <p>4: The school's systems respond effectively to the needs of the parent telephoning/e-mailing/visiting/writing.</p> <p>5: Parents are asked regularly about the reception and support they receive when they come into school. The school analyses responses regarding welcome and acts on the findings as needed.</p>		

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Objectives and KPIs	Fully in place (Yes or No as appropriate)	If No, note actions that need to be taken before Re- assessment
Objective 4: The school promotes awareness and participation of <i>all</i> groups of parents/carers in relation to the lifelong learning opportunities available in the school and in the community.		
<p>1: Training and enrichment opportunities available include courses or sessions to help parents support their children's learning.</p> <p>2: Training and enrichment opportunities enable parents to develop their own learning.</p> <p>3: The school actively and effectively promotes attendance of parents at courses or training, both in school and in the community, through a range of media.</p> <p>4: The school helps to facilitate parents' involvement in lifelong learning.</p> <p>5: The school recognises and celebrates parents' success in supporting their children's learning and in their own learning.</p>		

<p>6: The school records and analyses take-up of opportunities, reflecting the groups present in the community e.g. by age, gender, ethnicity, home location etc.</p> <p>7: The school acts upon the findings in order to make its work more inclusive of all groups of parents.</p>		
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Objectives and KPIs	Fully in place (Yes or No as appropriate)	If No, note actions that need to be taken before Re- assessment
Objective 5: The school holds and actively promotes enrichment opportunities or events for <i>joint</i> parent/child participation.		
<p>1: A programme of enrichment opportunities is available that encourages parents and children to enjoy learning together e.g. home school learning; family learning; parent participation on school events, including trips/visits and work experience.</p>		
<p>2: The school facilitates parents' and children's participation in the enrichment programme.</p>		
<p>3: Community and cultural diversity is celebrated and reflected within the enrichment programme.</p>		
<p>4: The school monitors and reviews the enrichment programme and evaluates the extent to which it provides support for pupils'/students' learning.</p>		

Objectives and KPIs	Fully in place (Yes or No as appropriate)	If No, note actions that need to be taken before Re- assessment
Objective 6: The school provides a good induction for <i>all</i> new parents.		
1: Induction meetings or events are held for groups of parents when their children are new to the school.		
2: Induction events and activities are arranged with sensitivity to parents' availability.		
3: The Home School Agreement is shared with parents as a key part of the induction process.		
4: Induction information is produced, distributed and made accessible through translation/interpretation where appropriate.		
5: Clear procedures are in place for parents of children joining during the school year, including those entering the country for the first time.		

<p>6: All induction events and documentation are evaluated and the findings acted upon as needed.</p> <p>7: The school analyses attendance at induction events and follows up those parents who do not attend.</p>		
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Objectives and KPIs	Fully in place (Yes or No as appropriate)	If No, note actions that need to be taken before Re- assessment
Objective 7: The school provides parents with relevant and user-friendly guidance and information to help them support their children's learning.	Yes	
1: The school provides high quality information in a variety of ways that meet parents' needs e.g. newsletters, website, e-mail, letters, school calendar.		
2: Curriculum information is provided for parents on a regular basis and at least once a term.		
3: Parents are provided with meaningful information about their children's learning and progress.		
4: There is a high level of parental involvement in individual discussions about their children's learning and progress.		
5: Parents are helped by the school to support their children's learning and personal development.		

6: Parents are actively involved in home school learning.		
7: Parents are actively involved in the celebration of the school's and their children's success.		

Objectives and KPIs	Fully in place (Yes or No as appropriate)	If No, note actions that need to be taken before Re- assessment
Objective 8: The school produces and implements parent/carer friendly policies to establish effective home school links and improve pupil/student attendance, punctuality, progress and positive participation in school.		
<p>1: he following essential school policies are easy for parents to read, free of jargon and translated where appropriate:</p> <ul style="list-style-type: none"> ● Parent Partnership ● Homework or Home School Learning ● Behaviour ● Anti-bullying ● Race Equality ● Attendance and Punctuality ● Administration of Medicines ● Complaints Procedure. <p>2: The Home School Agreement is clear and in a format that is easy for parents to understand. .</p>		

<p>3: Guidance is provided for parents on how they can help to achieve the aims of the school's policies.</p> <p>4: The school has an agreed protocol for parents volunteering in school and CRB checks are carried out appropriately.</p> <p>5: The school has effective mechanisms to promote and reward good behaviour, attendance and progress, which have been shared with parents and governors.</p> <p>6: The school regularly seeks, values and acts upon parents' views on all relevant policies and procedures.</p>		
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Objectives and KPIs	Fully in place (Yes or No as appropriate)	If No, note actions that need to be taken before Re- assessment
Objective 9: The school provides good support for parents of all pupils/students as they leave the school.		
<p>1: Meetings and events are held for groups of parents when their children are about to leave the school.</p> <p>2: Meetings and events are arranged with sensitivity to parents' availability.</p> <p>3: Appropriate and accessible information and impartial guidance are provided for parents about the next stage of education, training or employment.</p> <p>4: Clear procedures are in place to support parents whose children leave during the school year.</p> <p>5: Additional support and impartial guidance are available for parents of children with special educational needs, or who are vulnerable, to help them prepare for the next stage of education, training or employment.</p>		

<p>6: The school follows up those parents who are not participating in their children's move to the next stage.</p>		
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Objectives and KPIs	Fully in place (Yes or No as appropriate)	If No, note actions that need to be taken before Re- assessment
Objective 10: The school evaluates performance against the Leading Parent Partnership performance indicators and success criteria.		
<p>1: The school systematically monitors its progress and evaluates its performance against all Leading Parent Partnership objectives and success criteria.</p> <p>2: Headteacher reports to governors indicate progress in parent partnership.</p> <p>3: There is evidence of parental confidence in the school.</p>		

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